

**Texas Education Agency
Standard Application System (SAS)**

2017–2018 Perkins Reserve Grant		
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	FOR TEA USE ONLY Write NOGA ID here
Grant Period:	November 13, 2017, to August 31, 2018	
Application deadline:	5:00 p.m. Central Time, September 26, 2017	Place date stamp here
Submittal information:	<p>One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Arlington ISD	220901		
Vendor ID #	ESC Region #		
1756000119	11		
Mailing address		City	State ZIP Code
1203 W PIONEER PKWY		ARLINGTON	TX 76013-6246

Primary Contact

First name	M.I.	Last name	Title
SUSAN		PATTERSON	COORDINATOR CTE
Telephone #	Email address		FAX #
682-867-7403	spatter2@aisd.net		682-867-9063

Secondary Contact

First name	M.I.	Last name	Title
CRAIG		WRIGHT	DIRECTOR CTE
Telephone #	Email address		FAX #
682-867-7402	cwright@aisd.net		682-867-9063

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name M.I. Last name
MARCELO CAVAZOS
Telephone # Email address
682-867-7344 mcavazos@aisd.net
Signature (blue ink preferred)

Title
SUPERINTENDENT
FAX #
682-867-4687

Date signed

9/22/2017

Only the legally responsible party may sign this application.

701-17-103-014

Schedule #1—General Information

County-district number or vendor ID: 220901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID: 220901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 220901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 220901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

The Arlington Independent School District (AISD) is applying for a 2017-18 Perkins Reserve Grant to assist with the purchase of advanced technology to 1) increase early enrollment in health science courses so that more students have the opportunity to enroll in capstone courses during their junior and senior years and 2) provide real-world experience and increased rigor in the classroom setting so that more students graduate exceptionally prepared to enter the health science workforce and postsecondary education.

AISD is a major urban school district with high numbers of students in its Career and Technical Education (CTE) programs. There are 2,843 students (unduplicated) enrolled in health science courses, making the Health Science Career Cluster the largest in the district. AISD is requesting \$75,000, which equals \$26.38 per student to be served by grant funds during the grant period and will provide a match in funds of at least 40 percent. AISD serves students in Arlington, Dalworthington Gardens, Grand Prairie, and Pantego in the geographic area that lies between Dallas and Fort Worth in Tarrant County.

AISD is applying for Perkins Reserve funds under Focus Area 3: CTE Career Cluster to enhance its existing Health Science Career Cluster. The district offers six health science pathways: Emergency Medical Technician, Patient Care Technician, Pharmacy Technician, Biomedical Research, Health Informatics, and Sports Medicine. Based on the high salary and high demand for health-related occupations in Tarrant County, AISD will use Perkins Reserve funds to purchase cutting-edge technology with the goal of expanding the impact of its Health Science Career Cluster.

The district's goal, as stated in its 2016-21 Strategic Plan, is that 100 percent of students will graduate exceptionally prepared for college, career, and citizenship. The Strategic Plan lists four performance objective categories: academic achievement; college readiness; workforce readiness; and leadership, citizenship, and responsibility. Under the workforce readiness category, there are four strategies: 1) expand workforce internships across instructional programs, including technology, CTE, and fine arts; 2) increase elementary student engagement in career-related activities; 3) revise and expand CTE programs; and 4) enhance students' seamless entry into the workforce through technical dual credit and workforce certifications. AISD's CTE Department aligns its goals with the district's Strategic Plan to ensure that all students are prepared for life after high school.

Systems are in place districtwide to ensure that programs are evaluated annually for effectiveness and sustainability. The CTE Department reviews and measures the results of each program of study annually and will incorporate a model of continuous improvement during the grant period and beyond. Moreover, the CTE Department will monitor each project that utilizes grant-funded equipment; assess the needs of teachers and students as they execute each project; and continue to plan, monitor, and adjust the project as the grant is implemented. With the district focus on preparing students for postsecondary success, every CTE program has full support from the AISD Board of Trustees as well as written administrative commitment to providing all students with unique and rigorous learning experiences.

The budget for grant year one (2017-18) was developed with the \$80,600 base price of the Anatomage Table in mind, as it relates to the goals of the Health Science program of study. The multimedia technology will incite fascination, drive curiosity, and increase interest in capstone courses among AISD students, 70 percent of whom are eligible for the federal free and reduced lunch program based on low family income. Hands-on experience with the technology will give

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 220901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

AISD students multiple advantages in terms of opportunities for certification, postgraduation employment, and a solid foundation for postsecondary education. With the purchase of the Anatomage Table, AISD will be the only program in Arlington and one of the few in Tarrant County to provide students access to this state-of-the-art technology. Shared use of the technology will strengthen existing partnerships with higher education institutions and industry, thereby increasing the dual credit and internship opportunities available to AISD students.

The AISD CTE Department and district leadership determined the focus of this grant request through careful consideration of the students currently enrolled in the Health Sciences program of study as well as the younger students considering the program. The AISD population is diverse: 45 percent Hispanic/Latino, 25 percent Black, 20 percent White, 6 percent Asian, and 4 percent other ethnicities. Districtwide, 27 percent of students are limited English proficient. The CTE Department will use grant funds to increase the postsecondary success of each cohort by increasing early enrollment in the Health Sciences program of study, enrollment in capstone courses, and certifications obtained. Progress toward these goals will be monitored by the AISD Research and Accountability Department, which develops district systems to monitor progress toward district strategic goals through comprehensive, diagnostic, and accountability measures. In addition, it directs performance evaluation and research that provides statistical evidence of effectiveness of general and specific programs. As AISD teachers strive to prepare Health Science students for multiple certifications and prepare students to enter the workforce or postsecondary education, their efforts will be subject to ongoing evaluation.

This grant will directly support implementation of the AISD 2016-21 Strategic Plan and, thus, the program will be monitored quarterly and reviewed to determine additional strategies or goals that may be necessary to carry out the program on a yearly basis. Moreover, the budget for each AISD CTE program is reviewed annually to determine its needs in terms of staff support, training, and funding requirements. The CTE Department follows written AISD purchasing guidelines and procedures.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 220901

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$24,500	\$0	\$0	\$24,500
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$80,600	\$0	\$75,000	\$5,600
Grand total of budgeted costs (add all entries in each column):			\$105,100	\$0	\$75,000	\$30,100

Administrative Cost Calculation

Enter the total grant amount requested:	\$75,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$3,750

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 220901

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator (salary for portion of match)			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			\$	\$
26	6119 Professional staff extra-duty pay			\$	\$
27	6121 Support staff extra-duty pay			\$	\$
28	6140 Employee benefits			\$	\$
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 220901		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land		
	Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 220901		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$0	\$24,500
Grand total:		\$0	\$24,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 220901		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$	\$
Grand total:		\$	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 220901			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19	Anatomage Table Convertible + Digital Library	1	\$80,600	\$75,000	\$5,600
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$75,000	\$5,600
Grand total:				\$75,000	\$5,600

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID: 220901										Amendment # (for amendments only):				
Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.														
Student Category	Student Number	Student Percentage	Comment											
Economically disadvantaged	40,045	69.23%	District, PEIMS 2016-17 fall snapshot; Current year data available October 27, 2017											
Limited English proficient (LEP)	16,860	27.1%	District, PEIMS 2016-17 fall snapshot; Current year data available October 27, 2017											
Attendance rate	DNA	95.3%	District, PEIMS 2016-17 summer snapshot											
Annual dropout rate (Gr 9-12)	DNA	3.1%	Grade 9-12, 2015-16 Rate for State Accountability											
Teacher Category	Teacher Number	Teacher Percentage	Comment											
1-5 Years Exp.	24	61.5%												
6-10 Years Exp.	3	7.7%												
11-20 Years Exp.	9	23.1%												
20+ Years Exp.	3	7.7%												
No degree	0	0%												
Bachelor's Degree	28	71.8%												
Master's Degree	1	2.6%												
Doctorate	10	25.6%												
Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:		<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter			<input type="checkbox"/> Private Nonprofit			<input type="checkbox"/> Private For Profit			<input type="checkbox"/> Public Institution		
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										502	685	875	781	2,843
Teachers														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										10	10	10	9	39 (combined 9-12)

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Schedule #13—Needs Assessment

County-district number or vendor ID: 220901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NEEDS ASSESSMENT PROCESS. This grant will serve all AISD health science students and teachers. The need for this grant was determined by upper level CTE professionals, who note that 1) Health Science is the largest CTE Career Cluster in the district, 2) the demand for health science occupations is high, and 3) the salary for health science occupations is high. Recent PEIMS data indicates that students are enrolling in foundational health science courses late in their secondary career, leading to reduced enrollment in the capstone courses that offer industry certifications. To support AISD in achieving its goal that 100 percent of students will graduate exceptionally prepared for college, career, and citizenship, the CTE Department identified two areas of improvement and prioritized the needs of the CTE Health Science program of study.

Area of Improvement 1. AISD must increase early enrollment in health science courses at every secondary campus so that all students will have an opportunity to enroll in capstone courses at the CTE Center during their junior and senior years. AISD will motivate younger students to enroll in the program by introducing them to hands-on technology such as an Anatomage Table and maintaining partnerships with postsecondary education and industry. Students will be fascinated by the Anatomage Table, which provides in-depth access to the human body's systems using the advanced technology of a virtual cadaver. Likewise, students will be inspired by Coaching Up, a partnership between AISD and the University of North Texas Health Science Center. Through this new partnership, AISD students will receive health science-related enrichment experiences and mentoring by UNTHSC graduate students. By focusing on early enrollment in Health Science courses, AISD will increase enrollment in advanced coursework and better prepare students to obtain industry certifications in capstone courses at the CTE Center. AISD partners with the University of Texas at Arlington, Tarrant County College, and the University of North Texas Health Science Center, and these partners advised that students who have completed advanced coursework are better prepared than and outperform students with limited health science exposure.

Area of Improvement 2. AISD must provide more real-world experience with advanced technology in the classroom setting for both foundational and capstone courses. Such experiences will lead to greater engagement and retention of students, preparing more students to earn industry certification in capstone courses. AISD identified this need while aligning its curriculum to the new Health Science TEKS and the AISD 2016-2021 Strategic Plan, and this need is further supported by Texas Career Check data indicating that RNs rank No. 1 in high-demand, high-salary jobs in the Tarrant County, Dallas County, and North Central Texas areas. To provide additional real-world experience, AISD added Electrocardiogram (EKG), Phlebotomy, and Patient Care Technician certifications and agreed to place practicum students in partnering facilities such as Texas Health Arlington Memorial Hospital and Medical Center of Arlington, both of which are 1) seeking a pipeline of students ready to begin their employment after graduation as Patient Care Technicians and 2) offer tuition reimbursement programs. Student engagement is vital to developing the critical thinking skills necessary in health science occupations. By focusing on providing real-world experiences AISD will better prepare students for postsecondary health science coursework and entry into the workforce by making it possible for students to obtain industry certifications in capstone courses at the CTE Center.

HOW NEEDS ARE PRIORITIZED. AISD technology requests have been prioritized to provide high-interest real-world experiences in the classroom and increase awareness of early entry into the health science pathway.

Priority 1. Incorporate one Anatomage Table during the 2017-18 school year to increase student awareness and course rigor in capstone courses including Medical Microbiology, Pathophysiology, PLTW Medical Interventions, PLTW Biomedical Innovations, and Health Science Practicum with PCT certification.

Priority 2. Add three additional Virtual Phlebotomy Trainers during the 2018-19 school year in the Health Science Theory and Lab and Practicum classrooms to provide additional practice in preparation for phlebotomy certification.

Priority 3. Add six additional EKG machines during the 2019-20 school year in Health Science Theory and Lab and Practicum classrooms to provide additional practice in preparation for EKG certification.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 220901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	2017-18 Purchase one Anatomage Table to increase student awareness of, enrollment in, and retention in Health Science capstone course. Anatomage Table will provide real-world, relevant experiences and increase student engagement and lesson rigor.	<ul style="list-style-type: none"> • Increase awareness among junior high students of Health Science capstone programs by introducing advanced technology in foundation courses. • Increase student engagement and retention with real-world activities used in postsecondary education and in the health care field. • Increase workforce readiness with skills and critical thinking obtained through the use of advanced technology.
2.	2018-19 Purchase three Virtual Phlebotomy Trainers for use in phlebotomy training. Trainers will be in addition to the three trainers currently in use in AISD. As course enrollment increases, so does the need for additional training equipment.	<ul style="list-style-type: none"> • Increase student access to advanced technology with purchase of additional trainers. • Increase student confidence by performing virtual blood draws prior to actual draws. • Increase Phlebotomy Technician certification pass rates with increased practice time. • Increase Patient Care Technician certification pass rates, which includes phlebotomy knowledge.
3.	2019-20 Purchase six Portable EKG Machines for use in EKG training. These will be in addition to the six Portable EKG Machines currently in use in AISD. As course enrollment increases, so does the need for additional equipment.	<ul style="list-style-type: none"> • Increase student access to real-world technology. • Increase EKG Technician certification pass rates with increased practice time. To sit for the exam, students must perform ten live EKGs. • Increase Patient Care Technician certification pass rates, which includes knowledge of performing EKGs.
4.		
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 220901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Docent	Retired/part-time postsecondary health science professor or graduate student with extensive knowledge of Anatomy and Physiology; Pathophysiology; and Medical Microbiology.
2.	Postsecondary Advisor	Current professor of health science courses (nursing, physician, physician assistant, public health, etc.) to assist with curriculum development aligning with college and industry requirements.
3.	CTE Center Health Science Instructors	AISD health science instructors to assist with curriculum development and training of campus health science teachers for student preparation of capstone courses.
4.	Health Science Specialist	AISD CTE Center specialist with industry experience to coordinate activities between docent, postsecondary, CTE Center instructor, campus instructors, and industry partners.
5.	Administrator	AISD Principal of the CTE Center to be a liaison between all staff and oversee coordination of activities in the CTE Center.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Conduct 12 lessons incorporating advanced technology.	1. Locate docent to conduct mini lessons.	09/01/2017	11/01/2017
		2. Collaborate with postsecondary partners to develop mini lesson curriculum.	11/01/2017	02/01/2018
		3. Purchase, receive, and train staff to use the Anatomage Table.	12/01/2017	02/01/2018
		4. Conduct lessons at the CTE Center.	02/01/2018	05/18/2018
2.	Increase enrollment by 25% in capstone health science courses.	1. Collect data on health science enrollment.	09/01/2017	08/31/2018
		2. Poll students after lessons (level of excitement, engagement, and pursuit of capstone courses).	02/01/2018	05/18/2018
		3. Compare enrollment to survey; identify and implement/modify strategies for improvement.	06/01/2018	07/30/2018
		4. Increase number of practicum sites available.	09/01/2017	ongoing
3.	Increase Health Science industry certification exam attempts from 94% to 96%.	1. Collect data on test attempts for Patient Care Technician, Phlebotomy, and EKG Technician for 2017-18 school year.	05/01/2018	07/30/2018
		2. Collect data on tests attempts for Patient Care Technician, Phlebotomy, and EKG Technician for 2018-19 school year.	05/01/2018	07/30/2019
		3. Compare 2018 and 2019 testing data, noting trends and areas of improvement.	07/30/2019	08/31/2019
4.	Increase Health Science industry certification pass rate from 93% to 94%.	1. Collect data on first year certification test passers.	05/01/2018	07/30/2018
		2. Collect data on second year certification test passers.	05/01/2018	07/30/2019
		3. Survey industry partners on number of certification passers who obtained employment.	06/01/2018	07/30/2019
		4. Compare 2018 and 2019 testing data, noting trends and areas of improvement.	07/30/2019	08/31/2019

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Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, the district is in year two of its 2016-2021 Strategic Plan. The goal of the plan is to ensure that 100 percent of AISD students will graduate exceptionally prepared for college, career and citizenship. For each of the five years, the CTE department has specific goals and strategies driven by a five-year ongoing achievement plan. Each year the goals are analyzed to determine our rate of achievement. As we progress, strategies are monitored and adjusted to meet the needs of students, teachers, and administrators. Additionally, activities are created to maximize student success in preparation for their future careers. The communication process is handled on an annual basis. The AISD Executive Director of Research and Accountability oversees the evaluation of all AISD programs, including CTE programs of study. The district improvement plan is the catalyst to drive important changes in department and campus improvement plans. The CTE department drives two performance objectives of the district improvement plan: 1) Increase the percentage of AISD students participating in a coherent sequence of courses, and 2) Increase the percentage of students participating in and passing related workforce certification or licensing exams.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The AISD is committed to sustaining this project through a combination of leadership, collaboration, local funds, grant funds, and bond funds. The items purchased will be utilized at the districtwide CTE Center, which opened in September 2017. Construction of the CTE Center was central to a \$663.1 million bond package approved by Arlington voters in 2014. District leaders listened to the citizens of Arlington, and in the AISD 2016-21 Strategic Plan workforce readiness is one of four performance objective categories that support the AISD goal that 100 percent of students will graduate exceptionally prepared for college, career, and citizenship. Collaboration with colleges and universities, employment agencies, and industry partners will be sustained through an advisory board that meets regularly to enhance curriculum and provide mentorship and guest lecturer opportunities as well as training sites for senior-level practicum experiences. The CTE Department team will evaluate data annually to determine the grade-level strategies needed to meet new challenges faced with each cohort of students. Training will be provided annually to address new or changing staff assessments at the campus level. CTE Department staff will also be trained on equipment and logistical needs as the program progresses. The districtwide CTE budget is evaluated each year to determine material and equipment needs. AISD supports the Health Science Career Cluster with a district-level specialist who provides ongoing teacher support and training in the following areas: 1) curriculum, 2) instructional methods, and 3) purchasing and budgetary requirements.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 220901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Collaboration with post-secondary partners	1.	Docent secured
		2.	Curriculum developed for mini lesson
		3.	Staff trained
2.	Collaboration with industry partners	1.	Students placed at practicum sites
		2.	Positive feedback from site visits and student rubric each six weeks
		3.	Practicum site and student goals accomplished at yearend
3.	Data collection Year 1: Initial Exposure	1.	Conduct 12 lessons using advanced technology (Anatomage Table)
		2.	Collect data on number of students attending lessons by grade level in 2017-18
		3.	Collect data on 2018-19 course enrollment for students exposed
4.	Data collection: Ongoing	1.	AISD will see an increase in student enrollment for capstone courses after initial interaction with advanced technology.
		2.	AISD will see an increase in certification test attempts and passes due to increased enrollment in capstone courses.
		3.	Collect data on health science students enrolled in AP and dual credit.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD CTE Department will collect data on collaboration with postsecondary partners by meeting the end activity date for securing a docent and developing curriculum. CTE Department will identify staff training dates, invite up to fifteen staff members, and record their attendance. Trained staff will be evaluated on comprehension of lesson design and desired student outcomes with areas of improvement identified and curriculum updated as needed.

AISD CTE Department will place all practicum students at their sites by 10/2/17. Industry partners will be provided instructions on the student evaluation rubric, a timeline of site visits, and student evaluation due dates. CTE staff will assess student evaluations and site visit feedback for areas of improvement and update as needed.

AISD CTE Department will collect baseline data during year one of the program. Data will include debriefing notes after each lesson containing pre- and post-activity outcomes and summary of student interest. Barriers identified will be addressed and resolved before the next lesson is presented. This data will also include number of students in the class compared to number in attendance of the lesson, student grade level, and survey of student anticipated persistence to pursue capstone health science courses and industry certifications. Students will be asked to identify possible barriers for their continuation to capstone courses. AISD uses TEAMS software to track PEIMS data such as student enrollment in health science courses for the 2018-19 school year.

AISD CTE will continue to collect and build on the baseline data from year one of the program. Additional data collected will include information provided by capstone instructors, including type and number of industry certifications obtained by students, survey of students on their level of preparedness for the exam, list of advanced placement and/or dual credit courses the student completed, and student intent to enter the field of certification and/or a college program upon graduation. Data will be reviewed for areas of improvement and updates to program delivery implemented as needed to increase student success.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220901

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Data identifying high-demand occupations was gathered over several years from InterLink Labor Market Surveys, Arlington Chamber of Commerce, and Work Advantage, Tarrant County Workforce Development Board. From published findings and discussions, AISD identified the career pathways and industry certifications that would best meet our student and community needs. Further collaboration with postsecondary partners including the University of Texas at Arlington, Tarrant County College, and the University of North Texas Health Science Center as well as industry partners including Texas Health Arlington Memorial Hospital, Medical Center of Arlington, Kindred Transitional Care and Rehabilitation, and numerous freestanding clinics serving practicum sites confirmed the areas of need in the health sciences. AISD, with overwhelming approval of City of Arlington residents, committed \$45 million for the construction of a Career and Technical Education Center with performance objectives that include:

1. Enhance students' seamless entry into the workforce through technical dual credit and workforce certifications.
2. Expand workforce internships across instructional programs, including technology and CTE.

The following pathways were identified as high demand and occupy the largest footprint of the new 180,000-square-foot AISD CTE Center:

- Patient Care Technical Pathway
- EMT Pathway
- Biomedical Research Pathway
- Pharmacy Pathway
- Health Informatics Pathway
- Sports Medicine Pathway

Closely collaborating with our postsecondary partners has also provided an excellent opportunity for our students to complete dual credit and advanced placement courses required for health science related degrees. Our students have the ability to enter college with more than 24 college hours, expediting their entrance into the workforce with an associate or bachelor degree. During the 2016-17 school year, 1,564 AISD health science students were enrolled in advanced placement courses. In addition, 131 AISD health science students were enrolled in dual credit English and Psychology—both required for University of Texas at Arlington and Tarrant County College Nursing Programs.

Moreover, with the ability to obtain industry certifications such as Patient Care Technician, Phlebotomy Technician, EKG Technician, EMT, Pharmacy Technician, Billing and Coding Specialist, and Personal Trainer certifications, our students can work and gain experience in a health care profession while pursuing their postsecondary degree

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The AISD CTE Department developed six Health Science Career pathways: Patient Care Technician, EMT, Biomedical Research, Pharmacy Technician, Health Informatics, and Sports Medicine. This narrative will focus on Patient Care Technician transitioning to a Nursing Degree, because RNs rank No. 1 in high-demand, high salary occupations in Tarrant County.

8th Grade: CCJ829 Career, Technical Higher Education Investigation. Students complete the Career Cruising Matchmaker Assessment. Students choose endorsement and pathway. Data collected on students ranking high in health sciences. Encouragement and direction given for courses in pathway.

9th Grade: CC1260 Principles of Health Science or CC1360 PLTW Principles of Biomedical Science. These foundational courses are prerequisites for the capstone course. **CC1261 Medical Terminology** is a highly recommended foundational course for health science students.

10th or 11th Grade: CC1361 PLTW Human Body Systems and/or SC1223 Anatomy and Physiology, and SC1224 Medical Microbiology.

11th Grade: CC4260 Health Science Theory and Lab (three industry certifications: BLS CPR, EKG Technician, and Phlebotomy Technician) and/or **CC1362 PLTW Medical Interventions.**

12th Grade: CC4261 Practicum in Health Science (two industry certifications: OSHA General Industry Healthcare and Patient Care Technician) and/or **CC1363 PLTW Biomedical Innovations and CC1263 Pharmacology and SC1225 Pathophysiology.**

Dual Credit opportunities that transfer to postsecondary nursing programs: ENG1301 and ENG1302 (English), PSYC 2301 (Psychology), HIST1301 and HIST1302 (History), SOCI1301 (Sociology).

Advanced Placement opportunities that may transfer to postsecondary nursing programs: LA1330 and LA1340 (English), MA1365 (Statistics), SC1340 (Biology), SS1310 (US History), SS1320 (US Government), SS1339 and SS1340 (Psychology).

Postsecondary Courses Complemented by AISD Health Science Pathway

Tarrant County College Associate's Degree in Nursing

- BIOL 2401 and BIOL 2402 Anatomy and Physiology: **AISD SC1223 Anatomy and Physiology**
- BIOL 2420 Microbiology: **AISD SC1224 Microbiology**
- RNSG 1105: **AISD CC4260 Health Science Theory and Lab and CC4261 Practicum in Health Science**

University of Texas at Arlington PreNursing Courses for Bachelor's Degree in Nursing

- BIOL 2457 and BIOL 2458 Human Anatomy and Physiology: **AISD SC1223 Anatomy and Physiology**
- BIOL 2460 Microbiology: **AISD SC1224 Microbiology**
- NURS2300: Introduction to Professional and Clinical Concepts in Nursing: **AISD CC4260 Health Science Theory and Lab and CC4261 Practicum in Health Science**
- NURS 3366 Pathophysiology Processes: Implications in Nursing: **AISD SC1225 Pathophysiology**
- NURS 3365 Pharmacology in Nursing Practice: **AISD CC1263 Pharmacology**

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Schedule #17—Responses to TEA Program Requirements




County-district number or vendor ID: 220901

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

AISD students beginning the Health Science Patient Care Technician Pathway in 9th grade have the ability to obtain BLS CPR, OSHA General Industry Health Care, EKG Technician, Phlebotomy Technician, and Patient Care Technician certifications before high school graduation to be better prepared for acceptance into Tarrant County College Nursing Program. Students attending Tarrant County College can complete prerequisite courses in one year then apply to the nursing program, resulting in an Associate in Applied Science Degree within three years. Early entry into the Health Science pathway is necessary for students to complete all courses that build to and coincide with the Tarrant County College Nursing Program. This grant will assist AISD in reaching students, retaining students, and providing relevant courses for future college success and entry into the nursing field.

Arlington ISD		Tarrant County College	
9 th	CC1260 Principles of Health Science or CC1360 PLTW PBS CC1261 Medical Terminology	Semester 1	BIOL2401 Anatomy and Physiology I PSYC2314 Life Span Growth and Development Elective
10 th	SC1223 Anatomy and Physiology OR CC1361 PLTW Human Body Systems		ENGL1301 and ENG1302 Dual Credit Earned at AISD
11 th	CC4260 Health Science Theory and Lab SC1224 Medical Microbiology PSYC2301 Psychology Dual Credit	Semester 2	BIOL2402 Anatomy and Physiology II BIOL2420 Microbiology PSYC2301 Dual Credit Earned at AISD
12 th	CC4261 Practicum in Health Science CC1263 Pharmacology SC1225 Pathophysiology ENG1301 and ENG1302 English Composition Dual Credit	Semester 3	RN1415 Foundation for Nursing Practice RNSG1360 Clinical Foundations for Nursing Practice RNSG1105 Nursing Skills I
 Diploma with Public Service Endorsement + 9 hours Transferrable Dual Credit		Semester 4	RNSG1141 Common Concepts of Adult Health RNSG1461 Clinical - Common Concepts of Adult Health
		Summer	RNSG2213 Mental Health Nursing RNSG2263 Clinical - Mental Health Nursing
		Semester 5	RNSG2208 Material/Newborn Nursing and Women's Health RNSG2260 Clinical - Material/Newborn Nursing and Women's Health RNSG2201 Care of Children and Families RNSG2261 Clinical - Care of Children and Families
		Semester 6	RNSG1443 Complex Concepts of Adult Health RNSG2461 Clinical - Complex Concepts of Adult Health
 The University of Texas at Arlington offers an affordable RN to BNS online program 		3 years	Nursing, Associate of Applied Science Degree

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220901

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Tarrant County College – Division of Health Care Professions
300 Trinity Campus Circle, Fort Worth, Texas 76102
817-515-8223

University of Texas at Arlington – College of Nursing and Health Innovations
411 S. Nedderman Dr., Arlington, Texas 76019
817-272-2776

University of North Texas Health Science Center – Center for Diversity and International Programs
3500 Camp Bowie Blvd., Ft. Worth, Texas 76107
817-735-2448

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

1. Texas Health Arlington Memorial Hospital, Lori Donovan, CNO - 800 W. Randol Mill Rd, Arlington, TX 76012
2. Medical Center of Arlington – Michelle Stafford-Brown, Director of Education
3301 Matlock Rd, Arlington, TX 76015
3. Kindred Transitional Care and Rehabilitation – Benita Shepherd, Activity Director
301 N. Miller Rd, Mansfield, TX 76063
4. Cardiology Partners - 851 US Hwy 287 Frontage Rd., Mansfield, TX 76063
5. Central Park ENT – Tyler W. Scoresby, MD - 409 Central Park, Arlington, TX 76014
6. Hamid Burney, MD, Internal Medicine - 3600 Matlock Rd., Suite 100, Arlington, TX 76015
7. David Hensley, MD, Dermatology - 300 W. Arbrogood Blvd, Arlington, TX 76014
8. Green Oaks Physical Therapy – Josh Hankins, PT - 520 Fielder North Plaza, Arlington, TX 76012
9. Magnolia Family Professionals – Hung Nguyen, MD, General Practice - 925 Wright St., Arlington, TX 76012
10. Bianco Brain and Spine – Caralee Farah, Office Manager/RN - 1101 N. Waldrop Dr., Suite 403, Arlington, TX 76012
11. Orthopedic Surgery – Lindsey Dietrich, MD - 902 W. Randol Mill Rd., #120, Arlington, TX 76012
12. Mansfield Chiropractic – George Bobbitt, DC - 1071 Country Club Dr., Suite 101, Mansfield, TX 76063

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220901

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

AISD has committed to enhancing and sustaining its CTE programs and solicits regular input from stakeholders, including students and teachers, school board members, district and campus leaders, community members, and postsecondary and industry partners. In 2014, the AISD Board of Trustees allotted \$45 million to build a CTE Center to serve students from every high school campus in Arlington. The AISD CTE Center opened in September 2017. Health Science capstone courses have the largest footprint in the 180,000-square-foot building. Facilities include six health science labs, three additional dedicated health science classrooms, and a ten-bed hospital simulation lab.

The AISD board and administrators are committed to student excellence, as stated in the AISD 2016-21 Strategic Plan: The goal of AISD is that 100 percent of AISD students will graduate exceptionally prepared for college, career, and citizenship, and the mission of AISD is to empower and engage all students to be contributing, responsible citizens striving for their maximum potential through relevant, innovative, and rigorous learning experiences. To ensure that AISD students are exceptionally prepared to enter the workforce, AISD committed to workforce readiness strategies that include expanding workforce internships across instructional programs; revising and expanding CTE programs; and enhancing students' seamless entry into the workforce through technical dual credit and workforce solutions.

The AISD CTE Department has grown rapidly to support the goal of the AISD 2016-21 Strategic Plan. The AISD Superintendent and CTE Director will continue to support future growth of all programs, especially the high-demand programs such as Health Science. AISD will continue to provide and fund real-world experiences with advanced technology in the classroom setting for both foundational and capstone courses and increase awareness and early entry into the health science pathway. We are also committed to hiring and retaining staff with industry experience in order to provide our students with exceptional training.

AISD has written policies and procedures in place to manage and sustain the CTE Department with fidelity. AISD will meet the goals of this grant, and progress will continue beyond the grant period, because the AISD CTE Department developed its program to support the intent of the AISD 2016-21 Strategic Plan. Program goals will continue to be met through activities that are consistent with the conditions and resources available and provided for by annual review and adjustment for the needs of students and teachers to ensure that industry and certification requirements are met. Sustainability requires that decisions be made at each stage of program development and implementation. AISD will consider input from stakeholders, program participants, university faculty, and AISD staff to keep this program relevant. Stakeholder needs and expectations will be considered as AISD increases collaboration and maintains sustainability. This process will continue through the development of district and program improvement plans that align with the district strategic plan and the goal to ensure that 100 percent of AISD students will graduate exceptionally prepared for college, career, and citizenship.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220901

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Industry certifications and their certifying agencies:

Patient Care Technician:

1. Patient Care Technician CPCT/A – National Healthcareer Association
2. EKG Technician CET – National Healthcareer Association
3. Phlebotomy Technician CPT – National Healthcareer Association
4. Basic Life Support CPR – American Heart Association (required for Practicum in Health Science)
5. OSHA General Industry for Health Care Ten-Hour Training – CareerSafe

Additional industry certifications offered in our capstone courses include:

6. Billing and Coding Specialist CBCS – National Healthcareer Association
7. Pharmacy Technician CPhT – Pharmacy Technician Certification Board
8. Emergency Medical Technician EMT – National Registry of EMTs (partnership with Tarrant County College)
9. Personal Trainer CPT – American College of Sports Medicine

College Credit by Exam:

10. HPRS 1206 Essentials of Medical Terminology – Tarrant County College

National Healthcareer Association – www.nhanow.com

CareerSafe – www.careersafeonline.com

Pharmacy Technician Certification Board – www.ptcb.org

National Registry of EMTs – <https://www.nremt.org/rwd/public>

American College of Sports Medicine – <http://www.acsm.org/certification>

American Heart Association – http://www.heart.org/HEARTORG/CPRAndECC/CPR_UCM_001118_SubHomePage.jsp

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220901

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

The awarding of a Perkins Reserve Grant will complement AISD's existing CTE program by enhancing curriculum, increasing student understanding, and promoting awareness of the AISD Health Science Career Cluster. The advanced technology purchased with grant funds will benefit all health science students when they visit or attend classes at the AISD CTE Center. The technology will be used in all health science courses – from the foundational courses that introduce students to the basics of health science to the capstone courses that provide work-ready certifications and postsecondary preparation for high-skill, high-demand, and high-salary occupations in the medical field. The technology will complement the existing program by drawing attention to the AISD CTE Center, which opened in September 2017, and increasing awareness of the real-world experiences available to health science students. Advanced technology increases student engagement, which elevates attainment of course knowledge and rigor by allowing students to utilize the same equipment used in industry and postsecondary programs. Therefore, Perkins Reserve Grant funds will be used to support the AISD's goal that 100 percent of students will graduate exceptionally prepared for college, career, and citizenship.

The Perkins Reserve Grant will be put toward the purchase of an Anatomage Table to complement the existing CTE program by promoting a clinical-level understanding of anatomy, physiology, and diagnostic imaging using hands-on, student-directed technology. The table will allow students to view the human body layer by layer, from the external skin through muscle, bone, and organs and includes an in-depth view of the nervous and lymphatic systems, something that is not possible to explore using animal specimens. Moreover, the table will enable students to view body structures from any angle, improving students' spatial understanding, a difficult concept when first introduced. The table will provide three full-body cadavers, animal cadavers, an extensive digital library that includes histology scans to view tissue and cell structure, and medical cases and scans for upload. Students will apply their knowledge by actively manipulating the table's 3D cadaver, performing dissections and surgical cuts, plus compare normal and diseased anatomy to develop a better understanding of how anatomy and physiology are related. Students will be highly engaged with the Anatomage Table, exploring the human body in a way that cannot be accomplished with animal specimens and textbooks. The Anatomage Table will exceptionally prepare students for the following industry certifications: Patient Care Technician, Emergency Medical Technician, Phlebotomy Technician, EKG Technician, and Billing and Coding Specialist – all of which are offered in our capstone courses at the AISD CTE Center. Students pursuing postsecondary degrees in nursing, EMT, pharmacology, health informatics, and biomedical engineering will attain a higher level of rigor, relevance, and understanding – preparing them for Anatomy and Physiology, Medical Microbiology, and Pathophysiology, all postsecondary prerequisites for numerous Health Science two- and four-year degrees.

Anatomage Table experience will complement AISD's existing Health Science program by preparing students with a holistic understanding of the human body, and this exceptional preparation will enhance AISD's relationships with postsecondary and industry partners. Curriculum will be strengthened in alignment with college-level course rigor, and industry partners will benefit from students' greater knowledge and understanding of human anatomy, pathology, and the visual-spatial skills developed with integrated lessons using the Anatomage Table. AISD will prepare students to excel in postsecondary education and industry, and AISD will also increase the awareness of Health Science programs by:

- Creating opportunities for secondary Anatomy and Physiology, Principles of Health Science, and PLTW Principles of Biomedical Science classes to engage in lessons presented by a trained docent. These classes are the introductory courses leading to our capstone Health Science Program at the CTE Center;
- Creating opportunities for primary students and their parents to engage in health science mini lessons during Opportunity AISD and field trips to the CTE Center;
- Creating opportunities for teacher training – ideas and lessons to take back to the classroom.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 220901

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 220901

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Ttruancy

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220901

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220901

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: